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ABSTRACT

The final module in a series of seven focusing on early intervention for young (birth to age 3) handicapped children is designed for professionals who work with other adults (including teacher trainers, parent educators, and community liaison persons). The first part deals with materials designed for understanding adults as learners and adult training techniques. Among topics in this section for which references are listed are effective speaking and adult learning. The section on parents presents annotated references on ideas for parent meetings and health and safety for young children. Journal sources are also described. Entries include author, title, publisher date, and price information as well as a brief summary. Following a list of audiovisual materials on the topics is a bibliography of resources regarding working with other agencies and professionals. (CL)

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ECI - 7 WORKING WITH ADULTS

Early Childhood Intervention Catalog Module

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ECI - 7 WORKING WITH ADULTS

This module is designed for professionals who work with other adults. This includes:

Teacher Trainers, including Directors, Supervisors, Head Teachers or others responsible for individual or group training for teachers, aides, and others.

Parent Educators, including Teachers, Parent Counsellors, Directors, or others responsible for working with parents on an individual or group basis.

Community liason or interface persons, those who are responsible for working with other community agencies or with noneducational personnel.

Purpose: The purposes of this module are to increase understanding of adults as individuals and adult training techniques and to provide information and ideas for use by professionals in working with adults.

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WORKING WITH ADULTS

INTRODUCTION

A sincere desire to help young handicapped children, knowledge of young children and a background in special education, therapy, or a related field are typical requirements for working with preschool handicapped children. Often overlooked is the fact that in early childhood programs as much time is spent in working with adults as in working with the children. Directors and supervisors are responsible for working with teachers and aides and with other professionals. Teachers and others spend many hours working with parents. Yet, preparation for working with adults ofter is minimal.

In this module various types of resources are described to help you in working with adults. The first part of the module focuses on understanding adults as learners and adult training techniques. Materials developed for business and industry as well as education are included as these provide excellent information about adult training. The second part of the module focuses on working with parents and includes information for understanding parents as well as ideas for developing and conducting group sessions. If you are working with parents, you also will want to read Module 6, Parenting the Young Handicapped Child. The third part of the module includes information about working with other agencies and other professionals as well as non-professionals.

ADULTS AS LEARNERS

RECOGNIZE EACH INDIVIDUAL AS A CAPABLE ADULT WITH HIS OR HER OWN UNIQUE BACKGROUND OF PRIOR EXPERIENCE AND KNOWLEDGE TO CONTRIBUTE AND BUILD UPON.

Information about adult learning is applicable to training groups or training and supervising individuals. The following points are summarized from the area of adult education. More detailed information may be found in the references which follow.

Adults are internally motivated. They learn best information they consider relevant to their immediate needs. They will also invest time in learning information which does not have immediate pay-off IF the information clearly will help them in the future. They want information that will help them solve problems or improve their ability.

Adults are usually self directed, accustomed to having control over their lives and what they choose to do and learn. Commands, demands, and threats are not motivating.

Adults are users, not merely receivers of information. This means that having input into their learning is essential.

Adults are ego involved, wanting recognition and praise for their accomplishments. They do not learn from and avoid those who criticize or disparage their efforts.

Adults change because they want to, not because someone tells them to change. They change because their needs are being met, and because someone has helped, guided, or worked with them as a fellow adult.

Working with adults requires recognition of each person as an individual with strengths and information to contribute to the learning

situation. It is extremely important for anyone in a training or supervisory role to recognize each teacher or parent as a capable individual with a unique background of prior experience and knowledge.

ADULT TRAINING TECHNIQUES

EFFECTIVE ADULT TRAINING MUST INCLUDE A VARIETY OF TECHNIQUES TO MAXIMIZE PARTICIPATION AND LEARNING.

Lecture alone will not hold the interest or meet the needs of adults. Some adults learn best visually, others learn best from listening. Adults also need a chance to try out and practice new ideas. Thus, it is more effective to present information in more than one way.

Training techniques such as the following, should be selected and sequenced to provide a combination of active and passive learning.

1. Role play - mini-impromptu skits structured by the trainer. Excellent for illustrating interpersonal communication.

2. Demonstration - well rehearsed replication of actual procedures used to accomplish a task. Should include practice opportunities for participants.

3. Group experiences - illustrative activity that explains an idea; the whole group participates. Trainer must have all materials prepared and the procedure well rehearsed.

4. Discussion - a limited group of people are brought together to discuss a specific topic, idea, or issue. A discussion leader who has been prepared for the role is essential. The leader must be able to guide the discussion, keep it on track, and help the group reach concluding statements.

5. Brainstorming - focusing on a specific idea, problem, or question, the leader elicits input from all participants. All input is accepted and recorded. The leader synthesizes input to convey a concept.

6. Group project - entire group effort is focused toward accomplishing one task. Committees may be formed as part of the plan of action. Group goals should be clear and evaluation of goal attainment should be built into the process.

7. Work stations - small centers developed within the training room. Material in each center is organized by topic. Each center has a specific list of activities for the participants to work without supervision. Participants must be oriented to each center before they are expected to work materials.

8. Independent activities - each participant sets up a plan for learning about a specific area. The plan might include reading, observation, or application of a technique. Participants also agree on a summary project that organizes what they have learned.

9. Making materials - materials are made which concretize an idea that has been presented in the session. Careful planning is a must. All materials necessary for construction should be available. A model of the materials should be on display.

10. Simulation - used to illustrate a condition or circumstance that a participant may never or rarely experience in the normal daily routine. The activity serves to focus attention on different perspectives of other people.

11. Panel - small group of persons present various views of information on a specific topic to the total group. May include responses and discussion between panel members with audience as observers. May include audience questioning and discussion with panel members.

12. Media - an effective development of information advantageously used for independent learning or in a learning center format. Media do not substitute for a well designed, enthusiastic "live" presentation but can support a presenter. This is probably the most misused format.

13. Lecture - verbal presentation of information can prove dull to participants. This format should be combined with other formats that demonstrate the information conveyed.

More detailed information on training techniques can be found in the books listed in this module. Many of these books also include specific information on planning workshops.

IDEAS FOR ADULT TRAINING SESSIONS

Topic: SPEAKING MORE EFFECTIVELY

Purpose: To assist adults in improving speaking effectiveness.

Some adults feel uncomfortable about leading a group or conducting training because of a lack of confidence in their speaking ability. The following book, written in non-technical terms for a general audience, can be used in adult training sessions.

Title: THE QUICK AND EASY WAY TO EFFECTIVE SPEAKING

Author: Dale Carnegie

Publisher: Dale Carnegie and Asso.
1475 Franklin Ave.,
Garden City, N.Y., 11530

Topic: Adult Training

Audience: Professional

Date: 1978

Cost: $6.95 (1981)

Purpose: Based on the Dale Carnegie Training Courses, this book is designed to increase confidence and effectiveness in speaking to groups or individuals. This book is written as a book on individual self-improvement. However, it can also be used for small group study or training.

Description: This is a very practical and useful book, written in non-technical terms. It includes numerous examples on how to apply basic communication principles in a variety of situations. Topics include tips on reducing self-consciousness and building self-confidence; winning audiences; building two-way rapport; topic selection and specific information on how to make and reinforce specific points, use illustrations and examples, and communicate enthusiastically.

Suggestions for Use: Leaders of training sessions for teachers or other staff and parent group leaders will find this book particularly helpful. Experienced speakers or leaders can benefit from many of the points covered.

To use this book as a text for training others to speak and communicate more effectively, the leader should plan a series of 3 to 6 sessions following the major sections of the book. Prior to each session, participants should read assigned sections, be prepared to discuss the principles covered and to deliver a brief (no more than two minutes) talk using these principles. For example:

Session 1: Read Fundamentals of Effective Speaking (Part One, through page 57) Brief talk by each person on a childhood experience, using the principles covered.

Session 2: Read Part Two, Speech, Speaker and Audience, (Pages 65-110)
Brief talk on a lesson learned through experience.

Session 3: Read pages 117-154. Delivery of Informative talk, using visual aid of some type.

Session 4: Read pages 159-170. Delivery of Talk to Convince.

Session 5: Read pages 176-186. Delivery of impromptu talk on topic suggested by leader.

As a part of each session, the leader should be prepared to point out the positive aspects of each person's talk which illustrate points covered in the reading. Speaking assignments should be regarded as an opportunity (a) to practice specific points, and (b) for participants to practice speaking before a group.

ANNOTATIONS - ADULT

Title: ACTIVITIES FOR TRAINERS

Topic: Adult Training

Author: Cyril Mill

Date: 1980

Publisher: University Associates Inc.
8517 Production Ave.
Box 26240
San Diego, Cal. 92126

Cost: $16.50 (1982)

Fifty activities for training in a variety of situations are described. For example, Stress Training, Women's Issues, Supervisory Training, Training of Consultants, Cross-Cultural Training as well as general adult training activities. This could be a useful addition to a training library as several activities could be adapted to working with teachers or parents of handicapped preschoolers.

Title: ADULT EDUCATION PROCEDURES

Topic: Adult Training

Author: Paul Berrevin, Dwight Morris, and Robert Smith

Date: 1966

Cost: $3.95 (1976)

Publisher: Seabury Press
815 Second Avenue
New York, New York 10017

Subtitled "A Handbook of Tested Patterns for Effective Participation", chapters focus on planning procedures, adult techniques and subtechniques for large and small groups, media resources. Particularly helpful are several pages of checklist questions for improving workshops.

Title: APPROACHES TO TRAINING AND DEVELOPMENT

Topic: Adult Training

Date: 1978

Author: Dugan Laird

Cost: $14.95

Publisher: Addison Wesley Publishing Co.
Menlo Park, California

Written for training departments of business and industry, sections of this book are also applicable to those who conduct inservice for teachers or work with parent groups. Of particular interest are chapters on assessing needs and using in house persons for training, theories of learning, and training methods.

Title: DESIGNING, LEADING AND EVALUATING WORKSHOPS FOR TEACHERS AND PARENTS

Topic: Adult Training

Date: 1980

Author: Jan M. Diamondstone

Cost: $5.95 (1980)

Publisher: High/Scope Educational
Research Foundation
600 North River St.
Ypsilanti, Michigan 48197

A lot of information is included in this brief guide (only 44 pages). Sections are included on designing, planning, conducting and evaluating workshops. Other training materials, based on the Cognitively Oriented Preschool Curriculum, are also available.

Title: DEVELOPMENT THROUGH LIFE

Topic: Adult Learning

Author: Barbara Newman and Philip Newman

Date: 1975

Publisher: Dorsey Press
Homewood, Illinois 60430

Cost: $12.75 (1980)

Following brief introduction to theories, developmental tasks are described from Infancy through Later Adulthood. Good reference for general understanding of psychological change and development.

Title: GROUP LEADERSHIP

Topic: Adult Training

Author: Marilyn Bates and
Clarence Johnson

Date: 1972

Cost: $7.50 (1978)

Publisher: Love Publishing Co.
1777 Bellaire St.
Denver, Colorado 80022

Subtitled "A Manual for Group Counseling Leaders", this book focuses on the leader as a facilitator. Of particular interest to trainers are chapters on leadership roles, handling confrontations, and nonverbal communication.

Title: HOLD YOUR AUDIENCE

Topic: Adult Training

Author: William J. McCullough

Date: 1978

Publisher: Spectrum Books
Prentice Hall Inc.
Englewood Cliffs, New Jersey 07632

Cost: $4.95 (1980)

Subtitled "The Way to Success in Public Speaking", this book follows a how-to approach to effective speaking. Organization, Attitudes, Techniques are a few of the topics.

Title: HUMAN DEVELOPMENT AND BEHAVIOR

Topic: Adult Development

Author: Jere E. Brophy and Sherry Willis

Date: 1981

Cost: (see PR)

Publisher: St. Martin's Press
175 Fifth Avenue
New York, N.Y. 10010

Excellent textbook which addresses human development across the life span, from conception to death. Primary focus is on psychological aspects with some educational aspects included. Very good reference book for learning about theoretical and psychological aspects.

Title: PLANNING, CONDUCTING AND EVALUATING WORKSHOPS

Topic: Adult Training

Author: Larry Nolan Davis and Earl McCallon

Date: 1974

Cost: $10.00 (1980)

Publisher: Learning Resources Corporation
P.O.Box 26240
San Diego, California 92126

An excellent guide for adult training workshops, detailed information is given for Planning (assessing needs, objectives, resources, activities, budgeting, etc.) Conducting, and Evaluating. A number of forms are included throughout the book to help in training.

Title: PREPARING EDUCATORS OF ADULTS

Topic: Adult Training

Author: Stanley M. Grabowski and Asso.

Date: 1981

Publisher: Adult Education Assn.
810 Eighteenth St., N. W.
Washington, D. C. 20006

Cost: $14.95 (1981)

Written as a textbook for adult educators, the focus is on preparation of adult instructors. Of particular interest is chapter, "Training Volunteers" which has information which can be applied to use of community volunteers in working with the handicapped.

Competencies for Trainers:

1. Understands and takes into account the motivation and participation patterns of adult learners.
2. Understands and provides for the needs of adult learners.
3. Is versed in the theory and practice of adult learners.
4. Knows the community and its needs.
5. Knows how to use various methods and techniques of instruction.
6. Possesses communication and listening skills
7. Knows how to locate and use education materials.
8. Has an open mind and allows adults to pursue their own interests.
9. Continues his or her own education and is able to evaluate and appraise a program.

(Grabowski, S. Training Teachers of Adults: Models and Innovative programs. Syracuse, New York: National Association for Public Continuing and Adult Education and ERIC clearinghouse in Career Education. 1976) Cited on pg. 6, article titled Preservice Training for Instructors of Adults" by Phyllis Caldwell)

Title: TEACHING ADULTS EFFECTIVELY

Topic: Adult Training

Author: Alan B. Knox (Editor)

Date: 1980

Publisher: Jossey-Bass, Inc.,
433 California Street
San Francisco, Calif. 94104

Cost: $6.95 (1982)

This is a quarterly issue (No. 6, 1980) of the journal, New Directions for Continuing Education, which includes two chapters of particular interest to those who work with teachers and parents. "Helping Teachers Help Adults Learn" summarizes research related to adult learning. "Small Group Instruction" describes methods and benefits of working with peers.

Title: THE ADULT LEARNER: A NEGLECTED SPECIES — Topic: Adult Development

Author: Malcolm Knowles — Date: 1980

Order: Learning Resources Corporation
P.O. Box 26240
8517 Production Avenue
San Diego, California 92126 — Cost: $13.95 (1982)

This textbook focuses on "Andragogy", a term coined to differentiate adult learning from "pedagogy" or youth learning. Theories of learning are described as applied to adults. Good reference for those interested in adult learning.

Title: THE MANAGERS GUIDE TO CHANGE — Topic: Working with adults

Author: Elmer Burack and Florence Torda — Date: 1979

Publisher: Learning Resources Corp.
8517 Production Ave.
Box 26240
San Diego, Ca. 92126 — Cost: $12.50 (1982)

Written for managers in business and industry, this easy to read book is intended to help in understanding change and helping others. Although information must be interpreted to the educational setting, most of the ideas are applicable. This book could be particularly helpful to supervisors or directors concerned with improving (or changing) teachers.

Title: THE MODERN PRACTICE OF ADULT EDUCATION: FROM PEDAGOGY TO ANDRAGOGY — Topic: Adult Learning

Date: 1980

Author: Malcolm Knowles — Cost: $17.95 (1982)

Publisher: Follett Publishing Co.
Chicago, Illinois

Theory and practice of adult education (andragogy) as opposed to the teaching of children (pedagogy) is described. Directed to those who work in the field of adult education, most of the information is applicable to those who work with teachers and parents in group or individual situations.

Title: THE PATH OF LEAST RESISTANCE:
PREPARING EMPLOYEES FOR CHANGE

Topic: Working with adults

Date: 1979

Author: Ken Hultman

Cost: $15.95 (1982)

Publisher: Learning Resources Corp.
8517 Production Avenue
Box 26240
San Diego, Calif. 92126

Written for managers in business and industry, this easy to read textbook focuses on understanding and redirecting employees resistance to change. Of particular interest to supervisors are sections of the book dealing with understanding human behavior in relation to individual values and beliefs.

Title: TRAINING BY OBJECTIVES

Topic: Adult Training

Author: George S. Odiorne

Date: 1970

Publisher: Learning Resource Corp.
P.O. Box 26240
8517 Production Avenue
San Diego, Calif. 92126

Cost: $16.75 (1982)

Written for trainers in business and industry, this text uses a systems approach and clearly defined objectives. For those interested in writing very specific training objectives, this book could be useful. Examples are related to industry, however. (Not too useful).

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Austin, Texas 7870[illegible]

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Hutson, H.
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Indiana University
School of Education
2853 East 10th Street
Bloomington, Indiana 47405

Making Meetings Work
Bradford, L.
University Associates
7596 Eds Avenue
LaJolla, California 92037

The Group Leaders Handbook
Merritt, R. E., and Walley, D. D.
Research Press Company
2612 North Mattis Avenue
Champaign, Illinois 61820

The Quick and Easy Way to Effective Speaking
Carnegie, D.
Dale Carnegie and Associates, Inc.
1475 Franklin Avenue
Garden City, New York 11530

Workshops That Work: A Trainers Guide to Effective Workshop Management
Grayson, J.
California Regional Resource Center
University of Southern California
600 South Commonwealth Avenue, Suite 1304
Los Angeles, Calif. 90005

PARENTS

There are two major aspects of effective work with parents. First of all, it is important to understand parents. Each parent is a unique individual with his or her own interests, abilities, and needs. The preceeding section on adults applies to parents as well as teachers. In addition some parents of handicapped children experience cycles of feelings or reactions related to their child's condition. The following section, headed "Understanding Parents", provides information on possible parental reactions. Included in this section are other books you may want to read on this topic.

After you have added to your awareness of parents and their feelings, you may want to conduct group meetings with parents. The section headed "Resources for Parent Group Meetings" will give you some ideas you might use.

Additional information to help you in working with parents is included in the Annotated Bibliographies part of this module.

> You will also want to read Module 6 in this series, PARENTING THE YOUNG HANDICAPPED CHILD which includes additional information and ideas.

UNDERSTANDING PARENTS

(Excerpted from Working with Parents of Handicapped Children
Southwest Educational Development Laboratory, Austin, Texas)

Before meeting with a parent it will help you to know some of the feelings and reactions parents may have. These feelings will be different depending on the nature of the child's problem. If a child merely needs glasses, the parent's only concern may be financial: "Where will I get the money to pay for this?" Some kinds of problems are harder to talk about than others, however. For example, a request for permission for testing or the suggestion that a child may need special services is a more serious matter to which parents may react in many different ways. For some parents your request may be the first indication that all is not going well for their child. Other parents may already be well aware of their child's disability.

Let's consider some of the feelings parents of a child with a disability may experience, why they may feel this way, and how you, the teacher can help them.

Refusing to believe there is a problem. When parents first learn that their child may have a problem, most parents do not want to believe it, even though they may have suspected it already. This does not mean they think you or others are not doing your job well, or that you do not know anything about children, although such things may be said. What it really means is that they wish very much that the problem would go away. Often parents make excuses for their child to explain why she is not learning or why he hits and fights with others. What can you do? First, listen carefully. The parents may be right. There may be a reason for the child's lack of progress of which you were not aware. Tell the parents specifically what the child does that concerns you, stating facts, not opinions. For example, say, "Robert is having trouble learning shapes and colors, " NOT, "Robert's progress is too slow," or "I think Robert is a slow learner."

If parents are unable to recognize a problem that is clear to you, you may want to ask them to visit the classroom or observe your work with the child. This way they can observe their child with others and in the same situation you see. This should make it easier for you to talk with them about the child's problem.

Most parents may wish that their child had no problem, and many may try to ignore it. In a few cases, the parents are so upset about the child's problem that they ignore or reject the child. They do this, not because they are mean or unfeeling, but because they have no way of dealing with the hurt and hopelessness they feel when they think of their child. If you think the parents are rejecting their child - if they are too busy to talk about his problems or seem unconcerned bout her progress - try to remember their feelings. Sometimes this is a stage parents go through when

they learn of a child's disability, but if it continues, they will need more help than you can give. Such a situation should be discussed with your supervisor or another professional and the parents referred to someone who is trained in counselling.

Feeling angry. When talking to parents about problems their child is having, they may become angry. They may feel angry at the world, ("Why does this have to happen to me?") or they may become angry with you, ("Why are you picking on my child?") This is hard to deal with, and it is difficult not to become upset with someone who is angry with you.

Remember that the parents are angry because they care about their child. If they did not care, they would not bother to get angry. Even if they are angry with you, at the moment, it is probably only because you are there; they are upset or frustrated and anger is a normal reaction.

What can you do? Stay calm, and do not let your feelings be hurt. Frustrated or angry parents who are trying to do the best they can for their child may not care whether they hurt your feelings. Assure them that you are trying to find ways to help the child and would welcome suggestions from them. If their child is in a classroom, ask them to visit and watch the child with other children. Ask them to think of ways to help you work with the child. If you stay calm and friendly, the parents' anger will probably not last long. Let them know you respect them and their opinions and that you want to help their child in any way you can.

Wanting to blame someone. Most people, when something happens, ask "Why?" Parents are no different. They want to know why their child is having trouble learning or getting along with others. Sometimes, parents who have just learned about their child's disability and those who have known but have difficulty accepting the problem, keep looking for something or someone to blame. Sometimes they blame each other or a grandparent. Sometimes they blame the school, the teacher, or someone else who works with their child.

How can you handle this? Again, be ready to listen. The parents may tell you things about the child which can help you. For example, they might say, "Other children make Johnny get too excited. His father never let him play with lots of kids." While you may feel this is not the reason for Johnny's excessive activity or misbehavior, it gives you a place to start. Try helping the child learn to work with one or two children, and then discuss the results with the parents. It does not help to argue with parents or to point out the error of their reasoning. Listen to all the reasons they may give, but try to help them understand that your main interest is not in why the child is having trouble, but in how to help him overcome it. Ask for their suggestions on other ways of working with their child.

Many children are handicapped because of conditions before or during birth. Sometimes parents, especially mothers, feel they are somehow responsible for their child's disability. They may feel this way even though the cause of the condition is unknown, and the doctor has told them they did nothing to cause the problem.

What can you say to parents who feel guilty? Be patient and do not argue with them. Sometimes it takes a long time for people to learn to deal with difficult situations. Assure them you know they are doing their best for the child. In many cases, no one knows for sure what really causes a birth defect; there are many possible causes for almost every disability. Listen to the parents and be sure you do not sound as though you blame them for the child's problem. Explain that your main concern is not knowing the cause of the problem, but finding ways to help the child learn, in spite of his disability.

Looking for a cure. Some parents of handicapped children always seem to be looking for someone or something to cure their child. When you consider that the parents care very much for their child and are very concerned for his future, it is easy to understand their actions. For some parents, it may seem that if they stop looking for a cure, they will be giving up. Sometimes they will go from doctor to doctor; sometimes they will transfer their child from school to school.

When you talk to parents who are searching for a cure, they will probably not be willing to listen if you tell them there is no magic cure. What you can say is that until some other solution to the problem is discovered, you want to find the best possible way to help the child learn. Give them things to do at home with the child so they can help and can see him progress.

Worry and fear for the future. All parents have plans and hopes for their child. In many cases, when parents find out their child has a disability, they worry about what effect this will have as he or she goes through school. In serious cases, parents may worry about whether their child should stay at home or go to a special school. When parents talk about these things with you, they may ask if you think their child will be able to graduate from high school, or go to college, or get into kindergarten. Usually, you will be unable to answer their questions, because the child's future is uncertain. Remember the parents are asking you this because they feel unsure and worried. You can help by telling them of the progress the child is making now. Emphasize the things the child can do. However, be sure that you do not make promises that cannot be kept, even though the parents might feel better at the moment. This would only cause future disappointment.

Sometimes parents seem to worry about everything their child does. Many times something that concerns them is normal for children the age of their child. For instance, a parent may be quite upset when his 2-year-old shouts "No!" and has a tantrum. Or parents of a 4-year-old may worry about occasional wet pants. Such behavior is normal for children of these ages. In these cases much of the parents' worry may disappear if you give them information about how other children this age usually act. You need to help these parents learn to worry less, or the child may begin to worry about himself.

Accepting the situation. Almost always, when discussing children who are handicapped, someone suggests that parents should "accept" their child and his problem. But what does it mean to be an accepting parent? How can teachers help parents feel this way?

Accepting a child means recognizing what the child can do and being proud of these accomplishments. It also means being aware of what the child cannot do and giving the help needed. It means giving him work to do which makes him feel independent, but not so much work that he is frightened or defeated. It means helping her when she needs it, but letting her try to work by herself so she can learn from mistakes. It means giving the love and support all children need, but not trying to overprotect her from all the little hurts any child will experience. Most of all, it means loving the child and showing this love in spite of any problem.

If this sounds like a great deal to expect, it is. Sometimes it takes parents many years to be able to feel this way. Even parents (or teachers) who are very accepting will have times of feeling discouraged, frustrated, or helpless.

How can you help? Any time you talk with parents, focus on the things their child can do. Show them your willingness to accept and work with their child. If the child has trouble with some things, show them ways he can be helped to learn. Suggest things to do at home with the child. If they ask or if you feel it would help, refer them to an agency which counsels parents.

Be aware that these feelings may occur for some parents, and if so, accept them as reactions which are not unusual. Do not try to be a therapist or counselor (unless you have professional training in these areas). Simply be an understanding listener and focus on the positive aspects of what the child is learning.

Be aware that parents have many other things which require their time and energies. Parents do not spend the majority of their time worrying about their child. Neither should parents be expected to devote the majority of their time to their handicapped child. Be careful about expecting or making the parents feel you expect them to spend a disproportionate amount of their time to working exclusively with their handicapped child.

IDEAS FOR PARENT MEETINGS

Items which can be used or easily adapted for parent group meetings are described in this section. Descriptions are followed by a brief list of Suggestions for Use.

> Other ideas for parent meetings are included in Module 6 of this series, PARENTING THE HANDICAPPED CHILD.

In this section you will find write-ups for the following:

-Parenting: Strategies and Educational Methods, a book which combines background information with information for conducting 17 parent training sessions.

-March of Dimes/Birth Defects Foundation information which includes an educational kit and two films as well as handouts. These materials are available on a loan- free, and the kit is inexpensive.

-Health and Safety informational items include several types of print items which could be used.

-Everybody Counts, a workshop manual to introduce handicapping conditions.

-Preparing for the IEP Meeting: A workshop for Parents which is designed for public school application, which can be adapted to the preschool level.

-Individualized Education Programs for Handicapped Children, a multimedia kit designed for public school use which can be adapted to the preschool level.

BE SURE TO READ THROUGH OTHER ITEMS INCLUDED IN THE ANNOTATIONS WHICH FOLLOW. MANY OF THESE ITEMS CAN BE ADAPTED FOR PARENT GROUP MEETINGS.

Title: PARENTING: STRATEGIES AND EDUCATIONAL METHODS

Topic: Parent Meetings

Audience: Professionals responsible for training of parents

BY: John O. Cooper
Denzil Edge

Order From: Charles E. Merrill Pub. Co.
Box 508
Columbus, Ohio 43216

Date: 1978

Cost: $13.95 (1978)

This textbook is written for professionals who conduct parent-training sessions on behavior modification. It is intended for use by teachers, administrators, social workers, and psychologists. The book is divided into Part I - "Issues and Principles" which provides background information for the professional, and Part II - "Principles Applied", which focuses on specific training sessions for parents.

Part I includes information on understanding behavior modification and conducting parent sessions (Principles for Managing Child Behavior in the Home: Anticipating Problems) and an outline for planning and conducting a series of parent training sessions. (Instructional Program for Parent Education)

Part II includes detailed information for conducting 17 parent training sessions: Eating and Food-Related Behaviors; Following Directions and Doing Household Chores; Aggression among Siblings and/or Peers; Meeting Time Schedules; No Respect: Aggression to Parents and Other Adults; Manipulation of Parents; Minor Inappropriate Verbal Interaction; Bathroom Problems; Homework and Music Practice; Overindulgence; Exploratory and Motor Behavior:Household Destruction; Bedtime Problems; Danger Response; Common Habits; Nontarget Child; Hygiene; and Fears.

Appendices include a variety of forms which can be used by the parent instructor or the parent.

Suggestions for use:

For programs which use behavior modification in the classroom and when reinforcement at home is desired, this textbook can be an excellent resource for parent-training programs.

The Parent-trainer should have knowledge of behavior modification principles and adapt parent sessions to match what is occurring in the classroom.

Each of the training sessions in Part II are well outlined with activities described and case studies provided. The trainer should read the introductory section (Part I) and each specific topic session (Part II) thoroughly before conducting a training session.

MARCH OF DIMES BIRTH DEFECTS FOUNDATION has available for purchase and/or loan the following items. For more information write:

March of Dimes Birth Foundation
1275 Mamoronek Avenue
White Plains, New York 10605

Note: These materials should be reviewed before using with parents. Be sure they are applicable to your particular group of parents.

Title: FAMILIES WITH SPECIAL NEEDS CHILDREN — Topic: Working with Parents

Author: March of Dimes — Date: Not given

Format: Educational Kit

Cost: See below

This is one of four units prepared at the Education Development Center in Massachusetts by an interdisciplinary team for high school students. This set includes 10 booklets, 2 cassette tapes, 1 filmstrip, and a Teacher's Guide for $20.00. Other sets in this series are: Choosing Parenthood, Families and Futures, and Seminars for Parents on Adolescent Sexuality.

Title: LITTLE MARTY — Topic: Handicapped

Author: March of Dimes — Date: Not given

Cost: Available on loan

Film (16 mm.) of eight year old using artificial arms and built up shoe participating in daily activities.

Title: KEEP ON WALKING — Topic: Handicapped

Author: March of Dimes — Date: Not given

Cost: Available on loan

Film (16 mm.) of same child at age eleven demonstrating use of new prosthetic arms in diving, swimming and writing.

Suggestions for use:

The above films are available on free-loan, if you order three months in advance.

Other films and materials are also available. Contact your local March of Dimes Chapter (look in telephone book) or order from the above address.

Review these materials before using them. The films are most suitable for parents of children who use prosthetic aids.

Have available various types of prosthetic aids for participants to examine.

Invite a physical therapist, occupational therapist, or orthopedist to assist in the session.

Title: INDIVIDUALIZED EDUCATION PROGRAMS FOR HANDICAPPED CHILDREN: A Multimedia Kit

Topic: Parent and Teacher Meetings

By: Foundation for Exceptional Children

Audience: Parents/Teachers

Order: Foundation for Exceptional Children
Box 2099
Reston, Virginia 22090

Date: 1978

Cost: $65.00 (1982)

This multimedia kit includes three color sound filmstrips and a copy of A Primer on Individualized Educational Programs (IEP) for Handicapped Children. It describes the IEP process in a step by step manner and explains the relationship between the IEP and educational services, assessment, goals and objectives, etc.

Although this is designed for parents and teachers of children who are in the public school system, the information should be of interest to parents whose children will enter the public school system in the future.

Suggestions for use:

The filmstrips and manual should be reviewed completely before use as adaptations are necessary for a workshop with parents of preschoolers. The workshop participants, their interests and the ages and placement of their children should be considered in using these materials.

Parents of three to five year olds who are in public shcool classes for young handicapped children will be more interested in requirements related to the public schools than parents of infants.

Parents of children who will soon enter the public school program will be interested in certain aspects of this multimedia kit.

Title: EVERYBODY COUNTS

A Workshop Manual to Increase Awareness of Handicapped People

Authors: M.J. Ward, R.N. Arkell, H.G. Dahl and J.H.Wise

Order: Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1958

Topic: Parent and Teacher Meetings

Audience: Parents/Teachers

Date: 1978

Cost: $13.75 (1982)

A workshop for initial introduction to handicapping conditions, directions are provided for 25 simulation activities to allow participants to feel what it is like to be disabled. Includes a tape cassette, "An Unfair Hearing Test" as well as handouts for participants and a discussion guide.

Suggestions for use:

Very good introduction to handicapping conditions. Very good for increasing awareness of effects of handicapping conditions. Some of the simulations relate to older children (i.e., simulation of reading disabilities) and should be adapted downward for parents and teachers of younger children.

The workshop leader should have a good understanding of different handicaps and their impact. The leader should also be prepared to suggest home as well as classroom adaptations appropriate to young children.

Title: PREPARING FOR THE IEP MEETING: A WORKSHOP FOR PARENTS

Topic: Working with parents

Audience: Parents (Workshop)

Author: Jean Nazzaro

Date: 1978

Order: Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589

Cost: $35.00 (1982)

Designed for professionals to use with parents, this two hour training package gives parents and professionals guidelines for role playing problem solving situations related to the student's educational program.

Suggestions for use:

This package focuses on school-age children and must be adapted downward for preschoolers. The basic information on school and parent roles and responsibilities is applicable to all children in the public schools, however.

The manual, filmstrip and audiotape should be thoroughly reviewed before using with parent group. Check with your local Education Service Center for possible review copies.

SUGGESTED TOPIC: HEALTH AND SAFETY

The following materials focus on health and safety of young children. Although not focused specifically on the handicapped child, the basic information is applicable for handicapped children at home and in centers.

Suggestions for use:

Materials published by the Texas Department of Human Resources are available for review purposes in each of the Regional Offices. There is a videotape for Emergency Child Aid and a slide/sound presentation available for Safety Precautions.

Carefully preview any materials you intend to use in a parent training session. Be prepared to describe adaptations necessary for the handicapped child.

If possible, have a public health or school nurse present to discuss specific questions which may arise.

Role play emergency situations and how to handle them.

Have available a list of local emergency telephone numbers. Allow time for parents to make a card of emergency numbers to place near their telephone.

Title: CHILD SAFETY IS NO ACCIDENT

Topic: Health & Safety

Author: Joy M. Arena, M. D., and Miriam Bachar, M. S.

Date: 1978

Cost: $5.95 (1980)

Publisher: Hawthorn Books, Inc.
260 Madison Avenue
New York, NY 10016

Emphasis is on preventing emergencies; divided into five parts, the first three dealing with prevention: attitudes and life styles which promote safety; stages of child growth and development and how to avoid common problems; and hazards to child safety; fourth part of the book deals with care and treatment after injury, : final part is a reference guide.

Title: DR. HEIMLICH'S HOME GUIDE TO EMERGENCY MEDICAL SITUATIONS

Topic: Health & Safety

Date: 1980

Author: Jenry J. Heimlich, M.D. and Lawrence Galton

Cost: $10.95 (1981)

Publisher: Simon and Schuster
Rockefeller Center
1230 Avenue of the Americas
New York, NY 10020

Discussions of bleeding, poisoning, shock, chest pain, choking, CPR, burns, and accidentally amputated body parts are provided for immediate reading. Alphabetized, cross-referenced guide to common medical emergencies, including accidents and diseases.

Title: EMERGENCY BABY FIRST AID: NEWBORN TO AGE THREE

Topic: Health & Safety

Date: 1980

Author: Clifford L. Rubin, M.D.

Cost: $1.95

Publisher: Berkley Publishing Corp.
200 Madison Avenue
New York, NY 10016

Small enough to carry in your purse or car, this book tells in simple terms what to do in an emergency.

Title: EMERGENCY CHILD AID

Topic: Health & Safety

Publisher: Texas Dept. of Human Resources
Development Materials
Child Development Program 529-A
P.O. Box 2960
Austin, Texas 78769

Date: 1977

Cost: $ 2.50 (1981)

Lists materials and procedures necessary for an emergency. It also describes emergency care for accidents and injuries such as burns and broken bones.

Title: SAFETY PRECAUTIONS — Topic: Health & Safety

Publishers: Texas Department of Human Resources Development Materials
Child Development Program 529-A
P.O.Box 2960
Austin, TX 78769

Date: 1977

Cost: $2.50 (1980)

Offers specific suggestions for child safety within the home, on the playground, or in child care centers.

Title: TAKING CARE OF YOUR CHILD: A PARENT'S GUIDE TO MEDICAL CARE — Topic: Health & Safety

Date: 1977

Author: Robert H. Pantell, M.D., James F. Fries, M. D., and Donald M. Vickery, M.D.

Publisher: Addison-Wesley Publishing Co.
Jacob Way
Reading, MA 01867

Cost: $10.95 (1980)

Information on what to do when medical problems arise is divided into sections: pregnancy, birth, physical development, personality development and school problems, as well as preventive medical care and stocking the home pharmacy. Includes a set of 91 decision charts for medical problems and a record keeping system for growth and development and medical history on each child.

Title: INFANT MENTAL HEALTH JOURNAL

Publisher: Human Sciences Press
72 Fifth Avenue
New York, New York 10011

Topic: Understanding Parents

Audience: Professionals;
Technical

Format: Journal

Date: Quarterly Journal

Cost: $18.00 per year, 4 issues

The first issue of this new journal of the Michigan Association for Infant Mental Health was published in the Spring of 1980. Articles are of a technical nature and would be of interest to those who are designing or directing programs. Examples of topics included during the first year are as follows:

V. 1, No. 1, Sp. 1980
"Infant Mental Health: A brief Review of a Gigantic Work"
"Notes on Infant Psychotherapy"
"Parents' Perceptions of their Infant's Day Care Experience"
"Assessment of Mothers' Concerns About Infants, Toddlers, and Preschoolers"

V. 1, No.2, Summer, 1980
"Child Development and Pediatrics: An Evolving Relationship"
"Home-based Intervention for Infants with Developmental Disorders"
"Children in Hospitals"
"A Community Mental Health Clinic's Infant-Toddler Services"

V. 1, No. 3, Fall, 1980
"The Father's Role in the Facilitation of Infant Mental Health"
"Reaching High Risk Infants via Their High Risk Fathers"
"The Visiting Parent: A Personal Approach to Helping Parents of Infants at Risk"
"The Need for Parent Education: A Survey of Mothers in Maternity Wards"

V.1, No. 4, Winter, 1980
"A Perspective on the Mistreatment of Children"
"Infants at Risk for Child Abuse"
"What Kind of Society Permits Child Abuse?"

V.2, No. 1, Spring 1981
"Infant Day Care: A Social and Psychological Perspective on Mental Health Implications"
"Home Environment and Infant Social Behavior"
"Early Assessment of Psychological Risk Factors: On the Role of Husband/Father During Pregnancy and in the Early Postnatal Period"
"The Functional Concern of Mothers for Their Infants"
"Mothers' Responses to Infant Physical Appearance"

Title: TOPICS IN EARLY CHILDHOOD SPECIAL EDUCATION: Families of Handicapped Children, Vol. 1, No. 3., Oct. 1981.

Topic: Understanding Parents

Audeince: Professionals

Publisher: Aspen Systems Corporation
16792 Oakmont Avenue
Gaithersburg, Maryland 20877

Format: Journal

Date: Quarterly Journal

Cost: $12.50 single issue
$38.00 yearly sub.

Excellent journal which covers various topics of importance. The most current research findings and reports of family oriented programs are the focus of this special issue. Articles include:

Cartwright, Carol A. "Effective programs for parents of handicapped children" Following background information on parent involvement and a description of parental roles, four service delivery systems and the parent involvement typical of each are described.

Winton, Pamela J. and Turnbull, Ann P. "Parent involvement as viewed by parents of preschool handicapped children"

Ethnographic research with 31 mothers of children enrolled in special programs and mainstream programs. Primary factors important to parents in selection and evaluation of preschools were: logistical concerns (location, cost, convenience); professional involvement with child's education so parents could have a break from this responsibility; presence of a satisfying parent-professional relationship; presence of parent involvement activities.

Schell, Gregory C. "The Young Handicapped Child: A Family Perspective" Three factors which influence parental adjustment are described: 1) Severity of the handicap, 2) active support systems within the family, and 3) external support systems.

Gabel, Harris and Kotsch, Lynne Schwartz, "Extended families and Young Handicapped Children"
One of the few articles concerned with the feelings and responses of grandparents. Also describes the Family, Infant and Toddler Project (FIT Project) at George Peabody College, Vanderbilt University, for children and families in rural areas.

Hanson, Marci J. "A Model for Early Intervention with Culturally Diverse Single and; Multiparent Families"
Description of the San Francisco Infant Program for handicapped and at-risk children from birth to three which includes classroom and home program components with a heavy emphasis on parent involvement.

Beckman-Bell, Paula, "Child-related stress in Families of Handicapped Children"
Describes family stress factors under headings of Unalterable Characteristics and Alterable Characteristics with primary focus on stress factors which can be reduced such as care-giving demands, behavior problems, and social responsiveness.

Foster, Martha, Berger, Michael, and McLean, Mary. "Rethinking a Good Idea: A Reassessment of Parent Involvement"
Excellent article on factors influencing parent involvement and directed toward applying family systems theory as an approach in working with families.

Sheehan, Robert. "Issues in Documenting Early Intervention with Infants and Parents"
Describes problems and issues which should be considered and provides ideas for others in documenting programs.

Mallory, Bruce L. "The Impact of Public Policies on Families with Young Handicapped Children"
Review of laws and policies affecting families.

Title: THE EXCEPTIONAL PARENT — Topic: Handicaps - General

Publisher: The Exceptional Parent
P.O.Box 964
Manchester, NH 03105 — Date: Monthly — Cost: Yearly Subscription

This magazine is designed for parents of children with disabilities. The articles are written by both parents and professionals and provide useful information and insights.

Title: "PRACTICAL PARENTING" NEWSLETTER — Topic: Child Development

Publisher: Practical Parenting
15235 Minnetonka Blvd.
Minnetonka, MN 55343 — Date: Newsletter — Cost: 6 issues, $5.00

This informal newsletter is filled with information and advice from parents about what works for them on a variety of topics. Every issue has an envelop for parents questions and answers. Replies from everywhere are printed in a later issue.

Title: A READERS GUIDE FOR PARENTS OF CHILDREN WITH MENTAL, PHYSICAL OR EMOTIONAL DISABILITIES

Topic: Understanding Parents

Audience: Teachers/Professionals

Author: Coralie Moore and Kathryn Morton (DHEW Pub. No. (HSA) 77-5290

Format:

Date: 1976

Publisher: Superintendent of Documents
U.S. Government Printing Office
Washington, D. C. 20402

Cost: $3.00 (1978)

This is an annotated listing of various publications which may be of assistance to parents of handicapped children and those who work with parents. This is an excellent resource guide for items published prior to 1975.

Title: BUILDING SUCCESSFUL PARENT-TEACHER PARTNERSHIPS

Topic: Understanding Parents

Audience: Teachers/professionals

Author: Kevin J. Swick, Carol F. Hobson, Eleanor Duff

Format:

Publisher: Humanics Press
1182 West Peachtree St.
Atlanta, Georgia 30309

Date: 1979

Cost:

Discusses the changing nature of parenting and the parent-teacher partnership. Provides background information for planning and designing parent programs.

Title: CONFERENCING PARENTS OF EXCEPTIONAL CHILDREN

Topic: Understanding Parents

Audience: Professionals

Author: Richard L. Simpson

Format: Hard-Cover

Publisher: Aspen Systems
1600 Research Blvd.
Rockville, Maryland 20850

Date: 1982

Cost: $28.50 (1982)

This textbook is definitely technical, but includes very practical and useful information. Major section headings include: The Family of the Exceptional Child, Technical Skills and Strategies for Scucessful Conferencing, Regularly Occurring and Ongoing Conferencing Activities and a number of Appendices. Good reference addition to center or school library for professional use.

Title: EDUCATION FOR PARENTING

Author: Mary B. Lane

Publisher: Natl. Asso. for the Education of Young Children
1834 Connecticut Ave., N.W.
Washington, D. C. 20009

Topic: Understanding Parents

Audience: Parent leaders
Teachers/Professionals

Format: Paper back

Date: 1975

Cost: $3.00 (1976)

Based on the experiences of the Cross-Cultural Family Center in San Francisco, this booklet provides background and information on the development of a parenting education program. Covers a number of topics and ideas of use to others.

Title: FAMILY MEDICAL RECORD

Author: March of Dimes

Publisher: March of Dimes and Birth Defects Foundation
Box 2000
White Plains, New York 10602

Topic: Working with Parents

Audience: Professionals

Format: Pamphlet

Date: Not given

Cost: Single copies free

Forms for recording important information about family health.

Title: GETTING SCHOOLS INVOLVED WITH PARENTS

Author: Roger I. Kroth and Geraldine T. Scholl

Publisher: The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Topic: Working with Parents

Audience: Professionals

Format:

Date: 1978

Cost: $4.00 (1979)

Helpful suggestions for launching parent education programs and for expanding programs already in progress. How to implement service models in different settings, exemplary parent involvement programs, how to measure the effectiveness of such programs.

Title: HELP FOR THE HANDICAPPED CHILD

Topic: Working with Parents

Author: Florence Weiner

Date: 1973

Publisher: McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

Cost: $8.95 (1975)

Resource book for anyone working with a handicapped child. Lists governmental services, privately supported services, and voluntary health agencies that assist handicapped children.

Title: PARENT CONNECTIONS, Chapter 7 in THE TODDLER CENTER

Topic: Working with Parents

Audience: Teachers/ professionals

Author: Marion O'brien, Jan Porterfield, Emily Herbert-Jackson, and Todd R. Risley

Date: 1979

Cost: $19.95

Publisher: University Park Press
233 East Redwood St.
Baltimore, Maryland 21202

Very good chapter on parents and toddler centers which includes ideas on talking with parents, explaining policy and procedures and examples of forms to use with parents.

Title: PARENTING: STRATEGIES AND EDUCATIONAL METHODS

Topic: Working with Parents

Audience: Professionals

Author: John Cooper and Denzil Edge

Format: Hard-cover textbook

Publisher: Charles E. Merrill Pub. Co.
Box 508
Columbus, Ohio 43216

Date: 1978

Cost: $13.95 (1978)

This textbook for those who work with parents provides information and ideas for conducting parent-training sessions. Techniques for teaching parents how to use behavior modification in the home are described . Seventeen training sessions on topics such as eating and food related behaviors. Introductory chapters focus on understanding and applying behavior modification in the home.

Title: PARENT INVOLVEMENT IN EARLY CHILDHOOD EDUCATION

Topic: Working with Parents

Audience: Teachers; Parent Leaders; Professionals

Author: Alice Honig

Publisher: Natl. Assn. for the Education of Young Children
1834 Connecticut Ave., N.W.
Washington, D. C. 20009

Format: Paper back

Date: 1976

Cost: $3.00 (1977)

Basic information on involving parents, including alternatives for involvement, practices, and evaluation of programs.

Title: PARENTS ON THE TEAM

Topic: Working with Parents

Author: Sara Brown, Martha Moersch, Ed.

Date: 1981

Publisher: University of Michigan Press
P.O. Box 1104A
Ann Arbor, Michigan 48106

Cost: $8.50 (1982)

A collection of well-written articles for parents as well as professionals. Includes sections on parents as advocates, the family as a resource, and involving parents.

Articles of particular relevance are:
History and Rationale, includes information regarding importance and value to parents, children, and teachers for involving parents.
"Parents on the team", do/don'ts for parents and educators (p. 22-23).
"But He Doesn't Fit in the Car Seat Anymore". Excellent article on selecting and buying special equipment (p. 31-48).
"A Structure for Early Parent Involvement" , philosophical framework for parent involvement program (p. 113-127).
Linda R. Grass "Families together", brief but succint chapter on involving parents and siblings (p.129-134).

Title: TEACHING PARENTS TO TEACH

Topic: Working with parents

Author: David Lillie and Pascal Trohanis, editors

Audience: Teachers/professionals

Date: 1976

Cost: $11.95 (1976)

Collection of articles by First Chance project directors. Information is provided on the scope of various programs, operational aspects of home and center based parent training models. Resources are included. Good text for those who are investigating different parent-program possibilities.

Title: THE CHRONICALLY ILL CHILD AND HIS FAMILY

Topic: Understanding Parents

Audience: Parents, Professionals

Author: Matthew Debuskey, Ed.

Date: 1970

Publisher: Charles Thomas Pub.Co.
301-327 E. Lawrence Ave.
Springfield, Ill. 62717

Cost: $11.50 (1975)

Chapters by different authors cover conditions such as cystic fibrosis, leukemia, speech and hearing, cerebral palsy, burned children, cardiac child, chronically ill in the hospital and the community. Information of help to professionals in understanding and working with families.

Title: THE SERIOUSLY ILL CHILD

Topic: Understanding Parents

Publisher: Texas Dept. of Human Resources
Child Development Program 529-A
P.O. Box 2960
Austin, Texas 78769

Date: 1977

Cost: $2.50 (1982)

Explores some of the parents' emotional reactions to having an ill child in the home. It also describes how serious illness may affect a child at different times in his or her life. A slide-sound presentation with the same title is also available for training of professional staff.

Title: THEY GROW IN SILENCE: THE DEAF CHILD AND HIS FAMILY

Topic: Understanding Parents

Date: 1971

Author: Eugene D. Mindel and McCay, Vernon

Cost: $4.50 (1975)

Publisher: Natl. Assn. of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910

Presents psychiatric and psychological information related to deafness for those who work with the deaf child and his parents, and for deaf adults. The book begins by discussing the deaf person's life as it is interpreted by the hearing person, moves to the reaction of parents upon discovering a child's deafness, and then discusses causes of deafness, the child's language, and some vocational, educational, and psychological outcomes of deafness.

ANNOTATIONS - PARENTS

Title: AFFECTIVE EDUCATION IN SPECIAL EDUCATION

Topic: Self Concept

Date: May, 1982

Author: May, 1982 issue of Teaching

Cost: Single Copy $3.50
$17.50 Year

Publisher: Teaching Exceptional Children
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

This entire issue is on Affective Education and provides background information and ideas which can be used to help parents understand the effect of self-concept.

Title: COUNTING OBJECTS

Topic: Activities

Author: Timm Vogelsburg

Date: 1975

Publisher: Project TELEPAC
Exceptional Child Center
Utah State University
Logan, UT 84321

Cost: $2.50 (1976)

A teaching kit for parents of exceptional children. The kit contains lessons and pencils to teach the child how to count one to ten objects.

Title: EMERGENCY TELEPHONE SKILLS

Topic: Activities

Author: Joanne Koenig

Date: 1975

Publisher: TELEPAC, Exceptional Child Center
Utah State University
Logan, UT 84321

Cost: $2.00 (1975)

Parent teaching which includes a booklet and chart to help teach a child how to place an emergency telephone call with the parents direction.

Title: FOLLOWING SPOKEN DIRECTIONS

Topic: Activities

Author: Steve Stile

Date: 1975

Publisher: Project TELEPAC
Exceptional Children's Center
Utah State University
Logan, UT 84321

Cost: $2.00 (1975)

A parent teaching package. To help teach exceptional children to follow simple directions.

Title: GENETIC COUNSELING
GUIDE TO HUMAN CHROMOSOME DEFECTS
BIRTH DEFECTS: THE TRAGEDY AND THE HOPE

Topic: Parent Information

Date: Varies

Cost: Varies

Publisher: March of Dimes - Birth Defects Foundation
1275 Mamaronek Avenue
White Plains, New York, 10605

These pamphlets and others available from the March of Dimes provide various types of information on causes of birth defects. These materials are usually well-written and formatted attractively. Telephone your local March of Dimes chapter to see which booklets are available locally.

Title: PARTNERS IN EDUCATION:

Topic: Child Development

Publisher: Prentice Hall Learning Systems, Inc.
Dept. C., P.O.Box 527
San Jose, Ca. 95106

Audience: Parents

Date: 1977-80

Cost: $1.59 ea. (1981)

Series of workbooks for parents: Learning at home through cooking; Seeing, listening, feeling, tasting, and smelling; Alternatives to TV; Self initiated activities and play; Preparation for learning; Activities for large and small muscle development; Printing readiness; Beginning letter sounds; Preparing your child to read; Counting and writing; Beginning to add and subtract; The basic book of multiplication.

Title: PLAYFUL PARENTING

Topic: Activities

Author: Rose Grasselli and Pricilla Hegner

Date: 1981

Cost: $14.95 (1982)

Publisher: Early Childhood Bookhouse
822 NW 23rd,
Portland, Oregon 97210

OR: Richard Marek
200 Madison Ave.
New York, N.Y. 10016

Excellent book of activities for home and center use with infants and toddlers, most of which are suitable for developmentally delayed children.

Title: POSITIVE PARENT BOOKLETS

Topic: Child Development

Publisher: Positive Parent
Early Childhood Program
SEDL
211 East Seventh St.
Austin, TX 78701

Audience: Parents

Date:

Cost: $.35 (1982)

Series of booklets on basic parenting skills. Titles include:"Practice What you Teach"; "Pay Attention to Your Child"; "Expect The Best"; "Read to Your Child"; "Children Learn by Watching and Helping"; "Talking with Children"; "Help Your Child Cope With Frustration".

Title: SEAM STITCHING

Topic: Activities

Author: Ann Porcella

Date: 1975

Publisher: Project TELEPAC
Exceptional Child Center
Utah State University
Logan, UT 84321

Cost: $2.25 (1976)

A parent teaching kit which includes lesson plans to teach the child to make a backstitch evenly along a straight line and several squares of fabric.

Title: SELF-HELP CLOTHING: FOR CHILDREN WHO HAVE PHYSICAL DISABILITIES

Topic: Activities

Date: 1979

Author: Eleanor Boettke Hotte

Cost: $2.25 (1980)

Publisher: National Easter Seal Society
for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, Ill. 60612

In order to encourage children's attempts at independence, parents are shown how to select and adapt clothing so that handicapped children can learn to dress themselves.

Title: SEWING ON BUTTONS

Topic: Activities

Author: Ann Porcella

Date: 1975

Publisher: Project TELEPAC
Exceptional Child Center
Utah State University
Logan, UT 84321

Cost: $2.50 (1977)

A parent teaching kit which includes a booklet of lessons, cardboard buttons, and fabric squares to teach the child how to sew two-hole and four-hole buttons on fabric.

Title: SPOKEN NAME, ADDRESS AND PHONE NUMBER

Topic: Activities

Date: 1975

Author: Jackie Midzinski

Cost: $2.25 (1977)

Publisher: Project TELEPAC
Exceptional Child Center
Utah State University
Logan, UT 84321

A parent teaching kit which includes a booklet and charts for recording the child's progress.

Title: SURVIVAL WORDS

Topic: Activities

Author: Timm Vogelsburg

Date: 1975

Publisher: Project TELEPAC
Exceptional Child Center
Utah State University
Logan, UT 84321

Cost: $3.50 (1978)

A parent teaching kit. Lesson plans and accompanying visual aids to teach the child the words "hot," "cold," "on," "off," "push," "pull," and "danger."

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Title: THE BLACK CHILD - A PARENTS GUIDE

Topic: Child Development

Author: Phyllis Harrison-Ross and Barbara Wyden

Audience: Parents

Date: 1973

Publisher: David McKay Co., Inc.
750 Third Avenue
New York, NY 10017

Cost: $9.95 (1975)

Written for every parent, black and white. It is co-authored by two women, one black and one white. It is a "manual of consciousness-raising on the insidious, unconscious ways we teach racial prejudice to children and a text on how to change those ways." The book offers specific guidelines to help parents raise children who will have a total awareness and acceptance of racial differences and similarities. Using examples and stories, the authors discuss such things as accepting one's blackness, infants distinguishing black from white, giving white children unbiased views, helping children feel loved, relaxing discipline, growing up racist.

Title: THE SOURCE BOOK FOR THE DISABLED

Topic: Handicaps - General

Author: Blorya Hale (Ed.)

Date: 1979

Publisher; Paddington Press
95 Madison Avenue
New York, NY10016

Cost: $9.95 (1980)

Comprehensive guide to easier and more independent living for physically disabled people, their families, and friends. Shows ways to organize and adapt surroundings to meet various needs. It is practical, detailed, and useful for all ages.

Title: THE SPECIAL CHILD HANDBOOK

Topic: Handicaps - General

Author: Joan McNamara And Bernard McNamara

Date: 1977

Publisher: Hawthorn Books
2 Park Avenue
New York, N.Y. 10016

Cost: $12.50 (1977)

Discusses diagnosis, parent's and children's feelings, finding schools and programs, financial problems, and legal rights.

Title: YOUR CHILD IS A PERSON

Topic: Handicaps - General

Author: Stella Chess, Alexander Thomas, and Herbert G. Birch

Date: 1978

Cost: $2.95 (1978)

Publisher: Penguin Books
625 Madison Avenue
New York, NY 10022

In an effort to encourage "parenthood without guilt," the authors discuss their conclusions from a 10 year longitudinal study on temperament of children and parent relations. Variations in temperament in areas such as activity level, adaptability to change, and intensity of response are explained. The individual child's temperament is discussed as it related to bottle or breast feeding, sleep, the working mother, the handicapped child, toilet training, and many other topics.

OTHER RESOURCES

The following agencies or organizations provide various types of information, materials or services related to handicapped children and their parents. Some of these organizations have developed materials specifically for parent education meetings. Most of these provide free publication lists; some provide free copies of pamphlets or booklets, if you send a self-addressed envelope. A few of these organizations will provide free copies of pamphlets for distribution to parents.

GENERAL

Administration on Children, Youth and Families
Donohue Building
400 Sixth Street, S. W.
Washington, D. C. 20201

Child Welfare League
67 Irving Place
New York, New York 10003

Council for Exceptional Children (CEC)
1920 Association Drive
Reston, Virginia 22091

Federal Depository Library Program

Regional Depository Libraries have either printed or microfilm copies of most Federal Government publications. In Texas, the following two libraries provide reference services and inter-library loans. Ask your local library to contact a Regional Depository to locate items published by the Superintendent of Documents.

Texas State Library
Public Service Department
P.O. Box 12917
Austin, Texas 78711

Texas Tech Univ. Library
Govt. Documents Department
Lubbock, Texas 79409

National Center, Educational Media and Materials for the Handicapped
Ohio State University
356 Arps Hall
1945 N. High Street
Columbus, Ohio 43210

Public Affairs Pamphlets
381 Park Avaenue South
New York, New York 10016

Special Education Programs
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D. C. 20202

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

HEALTH AND PHYSICAL

American Academy of Pediatrics
P.O. Box 1034
Evanston, Illinois 60204

American Lung Assn. of Texas
7701 North Lamar, Suite 104
Austin, Texas 78752

Assn. for the Aid of Crippled Children
345 E. 46th St.
New York, New York 10017

Dental Guidance Council for
Cerebral Palsy
122 East 23rd St.
New York, New York 10010

National Easter Seal Society for
Crippled Children and Adults
2023 West Ogden Avenue
Chicago, Illinois 60612

March of Dimes
Birth Defects Foundation
1275 Mamaronek Ave.
White Plains, New York 10605

United Cerebral Palsy Associations, Inc.
66 East 34th St.
New York, New York 10016

HEARING

Alexander Graham Bell Assn. for
the Deaf, Inc.
3417 Volta Place N. W.
Washington, D. C. 20007

American Speech-Language and
Hearing Association
10801 Rockville Pike
Rockville, Maryland 20852

John Tracy Clinic, California
806 W. Adams Boulevard
Los Angeles, California 90007

VISION

American Academy of Ophthalmology
1833 Fillmore Street
P.O. Box 7424
San Francisco, Calif. 94120

American Foundation for the Blind,Inc.
15 W. 16th St.
New York, New York 10011

American Printing House for the Blind
1839 Frankfort Avenue
P.O. Box 6085
Louisville, Kentucky 40206

National Society to Prevent
Blindness, Inc.
79 Madison Avenue
New York, New York 10016

State Commission for the Blind
P.O. Box 12866, Capitol Station
Austin, Texas 78711

Texas Society for the Prevention
of Blindness, Inc.
P.O.Box 13400
3211 W. Dallas Street
Houston, Texas 77019

Volunteers for Vision, Inc.
P.O. Box 2211
Austin, Texas 78768

SPEECH AND LANGUAGE

Alexander Graham Bell Assn.
for the Deaf, Inc.
3417 Volta Place N. W.
Washington, D. C. 20007

American Speech-Language
and Hearing Association
10801 Rockville Pike
Rockville, Maryland 20852

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Speech Foundation of America
P.O. Box 11749
Memphis, Tennessee 38111

MENTAL HEALTH

Association for Retarded Children
2501 Avenue J.
Box 6109
Arlington, Texas 76011

National Institute of Mental Health
Box 1080
Washington, D. C. 20013

Texas Department of Mental Health
and Mental Retardation
P.O. Box 12668
Austin, Texas 78711

The Hogg Foundation for Mental Health
P.O. Box 7998
Austin, Texas 78712

LEARNING PROBLEMS (Including Learning Disabilities, Emotional Disturbance, and Mental Retardation)

Association for Children with Learning
Disabilities
4156 Library Road
Pittsburgh, Pennsylvania 15234

Association for Retarded Citizens
2501 Avenue J.
P.O. Box 6109
Arlington, Texas 76011

National Institute of Mental Health
Box 1080
Washington, D. C. 20013

Texas Association for Children with Learning
Disabilities
1011 West 31st
Austin, Texas 78705

Texas Dept. of Mental Health and
Mental Retardation
P.O. Box 12668
Austin, Texas 78711

AUDIO VISUALS
Texas Department of Public Health

The following films are available from the Texas Department of Health on a free-loan basis. There is no charge other than prepayment of return mailing and insurance.

Requests may be made on official request forms available from your local health department. Requests can also be made by letter showing title, film number and dates needed.

Send requests to: Film Library
Texas Department of Health
1100 West 49th Street
Austin, Texas 78756

Several hundred films on a variety of topics are available. Your local health department or the state office can provide a catalog of all available films.

In this section, films related to young handicapped children are listed. Not all of these films have been reviewed, however. The information provided is summarized from the Department of Health Film Catalog.

BEFORE USING A FILM be sure to view it yourself. Be sure to use only films which are directly related to the training topic and to your group of participants.

ABBY'S FIRST TWO YEARS - 530
Illustrates normal child development patterns as prepared for public health nurses

AIDS FOR TEACHING THE MENTALLY RETARDED - 719
Series of five short films on motor training, perceptual training, sheltered workshops, etc.

AMAZING NEWBORN - 313
Illustrates capacity of infant to see and hear during first week of life

BABY'S FIRST FOUR MONTHS - 45
Detailed account of first months at home; emotional needs and importance of rest and exercise for mother and child

BATHING THE BABY - 415
Home technique for proper bathing

BEHAVIOR THERAPY WITH AN AUTISTIC CHILD - 778
Therapist working with young child; demonstrates behavior modification

CARE OF CHILDREN'S TEETH - 229
Stresses importance of parental supervision in child dental care

CARE OF THE YOUNG RETARDED CHILD - 701
Shows how knowledge of normal child development provides information for care of young retarded child

CHILD AMPUTEE FROM INFANCY TO SCHOOL AGE - 694
Focus is on use of below-elbow prostheses, methods for home and school training

CHILD/PARENT RELATIONSHIPS - 445
Parenting principles applicable to handicapped as well as non-handicapped are illustrated

CHILDHOOD AGGRESSION - 492
Illustrates behavior modification approach in handling behavior problems in the home

CHILDREN AT PLAY WITH POISON - 634
Hazards of poisons, applicable for anyone responsible for care of children

CHILDREN IN THE HOSPITAL - 622
Hospital life from the child's view

COUNT ME IN - 463
Illustrates normalization for the handicapped; shows group homes, workshops, and adult handicapped persons

DEVELOPMENT OF FEELINGS IN CHILDREN - 510
Development of feelings of love, hate, and anger in children from infancy upward

EARLY RECOGNITION OF LEARNING DISABILITIES - 245
Observation of classroom of children with varying degrees of learning problems

ETERNAL CHILDREN - 532
Overview of mental retardation and some approaches to dealing with the problem locally

EYES AND THEIR CARE - 142
Animated drawings illustrating physiology and care of the eye

FEEDBACK-GENERAL ISSUES - 952
One of a series of eight training films from Try Another Way by Marc Gold; designed for teaching trainers to help the severely retarded learn complex tasks

FEEDBACK-SPECIFIC ISSUES - 953
Seventh in series of eight films from Try Another Way by Marc Gold

FITTING IN - 18
Story of three disabled persons (one is mentally retarded, one has cerebral palsy and one has epilepsy) and how they cope

HEAD LICE: QUESTIONS AND ANSWERS - 874
Public health nurse explains about head lice

INFANT APPRAISAL - 398
Public health nurse examines an infant in a home setting, explaining reasons for each step

JAMES AND JOHN - 236
Ten year old black twins with Downs' Syndrome, emphasizes community services which allow family to keep children at home

ON BEING AN EFFECTIVE PARENT - 517
Discusses Parent Effectiveness Training program developed by Dr. Tom Gordon; shows how to apply basic counselling skills and human relations techniques

ONE STEP AT A TIME - 470
Shows how positive reinforcement works (verbal praise, physical contact, tokens, charts, etc.)

ORIENTATION TO THE USE OF CRUTCHES - 64
Shows fitting of underarm crutches and crutch walking

PARENTHOOD: TRAINING BEFORE TROUBLE - 212
Dramatizes conflicts between parents and children and problem-solving techniques; special consultant was Dr. Thomas Gordon, author of Parent Effectiveness Training

SAFETY BELT FOR SUSIE - 79 705
Demonstration of need for children to use seat belts

SICKLE CELL ANEMIA - 194
Explains difference between sickle cell anemia and sickle cell trait

SOMEBODY WAITING - 305
Filmed in California state hospital for severely retarded children, illustrates effect of providing more than routine care

TASK ANALYSIS - 948
Second in series of eight Try Another Way training films by Marc Gold who demonstrates working with preschool children

TRY ANOTHER WAY - 504
First in series of eight Try Another Way training films by Dr. Marc Gold. Film is an introduction to the training series designed for the severely retarded.

VISUAL PERCEPTION AND FAILURE TO LEARN - 757
Illustrates effects of visual perception perceptual disabilities in preschool, kindergarten and elementary years

WHO'S HANDICAPPED - 246
Three approaches to helping handicapped children do things for themselves

AUDIOVISUALS

FILMS AND FILMSTRIPS

This section includes summary information about films and filmstrips which you might want to use in training sessions with teachers or parents. Much of the information has been summarized from other sources.

BE SURE YOU PREVIEW any film before using it in a training session.
When using an audiovisual, it should:
- -be relevant to the topic of the training session
- -be relevant to the participants and the children with whom they work
- -not contain any information or illustrations which could be offensive

Information in this section is slightly different from annotations for print materials.

Titles are followed by an order number, if such a number was available

Author name or producer is shown when that information was available. Unlike other materials, audiovisuals seldom have a single author.

Order information includes sources for loan-out or rental or purchase.

Dates are not always stated for audiovisuals. When that space is blank it is because the publication date is unknown.

Costs are not included. The cost of film has escalated drastically in the last few years and previous prices are completely outdated. Also, companies and organizations have different policies.

Some companies will loan out films for a brief preview period (usually 2 to 3 days). Some companies will rent films for various time periods. Other companies do not loan or rent films but will send detailed information upon request.

BEFORE ordering a film, check with your local Education Service Center. Service Centers have several films available for loan out and the one you want may be available for free use. Also, Service Centers may have films which are not included on this list.

Many other audio visuals are available in addition to those listed.
The following groups often have audiovisuals available locally:
- -Educational Service Centers
- -Regional Offices of Department of Human Resources, Child Development Program
- -Mental Health and Mental Retardation Centers
- -Department of Health
- -Local Library

Title: BILL AND SUZIE: NEW PARENTS

Topic: Infants

By: Education Development Center

Format: Film (13 minutes)

Order: Education Development Center
39 Chapel Street
Newton, Massachusetts 02160

Parents of five week-old talk with Dr. Barry Brazelton

Title: CHILD HEALTH AND SAFETY SERIES

Topic: Child Development

By: Southwest Educational Development Laboratory

Format: Slides/Cassettes and manuel

Order: Distribution Coordinator
Media Services Division 151-X
Texas Department of Human Resources
P.O. Box 2960
Austin, Texas 78769

Designed for child care personnel in day care centers and day homes, each module includes a slide/cassette presentation and manual written in non-technical language. Topics include:

Safety Precautions
Health Precautions
When A Child is Sick or Hurt
Medical Problems
The Seriously Ill Child
Emergency Child Aid
The Growing Child - Birth Through Five Years
The Growing Child - Six Through Fifteen

NOTE: Check with your Regional Office of the Texas Department of Human Resources. These materials may be available for preview or loan.

Title: CHILDHOOD - THE ENCHANTED YEARS

Topic: Child Development

Order: Films, Incorporated
1144 Wilmette Avenue
Wilmette, Ill. 60091

Format: Film (50 minutes)

Covers child development, including theories of child development researchers.

Title: CHILD: PARTS I, II, III

Topic: Infants and Toddlers

By: National Film Board of Canada

Format: Films (30 minutes)

Order: McGraw Hill Films
1221 Avenue of the Americas
New York, NY 10020

Part I (First 2 months), Part II (2-12 months), and Part III (12-24 months) provide a general introduction to child development.

Title: CLASSROOM MANAGEMENT (Series)

Topic: Child Development and Management

By: Texas Dept. of Human Resources

Format: Slide/Cassettes

Order: Distribution Coordinator
Media Services Division 151-X
Texas Dept. of Human Resources
P.O.Box 2960
Austin, Texas 78769

Series of 50 modules focusing on classroom management and designed for inservice training of day care personnel. Available in English or Spanish. Write for free catalog and descriptions of each module.

NOTE: Check with your Regional Office of the Texas Department of Human Resources. These materials may be available for preview or loan.

Title: FOOTSTEPS

Topic: Child Development

By: U.S.O.E.

Format: Film/video

Order: National Audiovisual Center
General Services Administration
Washington D. C. 20409

Twenty programs, each about 30 minutes long, developed for a television series on parenting. Write for detailed information on each program.

Title: GABRIEL IS TWO DAYS OLD

Topic: Infants

By: Education Development Center

Format: Film (30 minutes)

Order: Education Development Center
39 Chapel Street
Newton, Massachusetts 02160

Dr. Barry Brazelton examines infant and talks with mother.

Title: GROWTH AND DEVELOPMENT SERIES

Topic: Child Development

By: J.B. Lippincott

Format: Films and text

Order: J.B. Lippincott Co.
Box 4050
Princeton, New Jersey 08540

Series of 10 films designed for introductory child development courses, includes programmed text. Covers birth to four years.

Title: HOW BABIES LEARN

Topic: Infants

Order: New York University Film Library
26 Washington Place
New York, New York 10003

Format: Film, (35 minutes)

Covers developmental changes during first year of life.

Title: HOME BASED PRESCHOOL EDUCATION

Topic: Child Development

By: T.H. Bell

Format: Filmstrips and Audio cassettes

Order: Olympus Publishing Co.
Salt Lake City, Utah

Series of 10 filmstrips (15 minutes each) covering birth through age six. Teaching guides are included.

Title: INFANT AND DAY HOME CARE

Topic: Child Development and Management

By: Texas Department of Human Resources

Format: Slides/cassettes

Order: Distribution Coordinator
Media Services Division 151-X
Texas Dept. of Human Resources
P.O.Box 2960
Austin, Texas 78769

Twenty sets of four modules are available in English or Spanish. Each set includes a three to four minute slide/sound presentation for each module on a specific topic. Write for free catalog and topic titles.

Note: Check with your Regional Office of the Texas Department of Human Resources. These materials may be available for preview or loan.

Title: IN THE BEGINNING

Topic: Infants

By: Bettye Caldwell

Format: Film (15 minutes)

Order: Davidson Films, Inc.
165 Tunstead Avenue
San Anselmo, Calif. 94960

Bettye Caldwell discusses process of infant development.

Title: LEARNING IN JOY

Topic: Child Development

By: Phyllis Levenstein

Format: Film (15 minutes)

Order: Synchro Films
43 Bay Drive West
Huntington, Long Island, New York

Describes verbal interaction project, focusing on home visits and toy demonstrators.

Title: LEARNING TO LEARN IN INFANCY

Topic: Infancy

By: Modern Talking Pictures

Format: Film (30 minutes)

Order: Modern Talking Picture Service
1411 Slocum Street
Dallas, Texas 75207

Illustrates importance of curiosity and exploration and need for infant stimulation.

Title: ORDINAL SCALES OF INFANT DEVELOPMENT

Topic: Infants

Order: Visual Aids Service
University of Illinois
Division of Extension
1325 S. Oak Street
Champaign, Illinois 61820

Format: Film (length varies from 20 - 40 minutes)

Six films illustrating early sensorimotor development as described by Piaget. Includes: Object Permanence, Development of Means, Imitation, Operational Causality, Object Relations in Space, Development of Schemas.

Title: PARENTS MAGAZINE FILMSTRIPS

Topic: Child Development
Handicapped, Parenting

By: Various Consultants

Format: Filmstrips

Order: Parents Magazine Filmstrips
Box 1000
Elmsford, New York 10523

A variety of filmstrip/audiocassette series have been developed by Parents Magazine Press. Order a catalog for detailed information and a complete listing of available filmstrips.

The following are examples of filmstrips on Child Development, Handicaps, Parent Education, and Teacher Training.

Children With Special Problems:
Behavioral and Emotional Disabilities
Physical Disabilities
Intellectual Disabilities
Educational and Language Disabilities
Support from the Family
Support from Educators
Support from the Helping Professions
Support from the Community

Child Development:
Prenatal Care
How an Average Child Behaves - Birth to age Five
The First 18 Months: From Infant to Toddler
Everyday Problems of Young Children
Preparing the Child for Learning
The Child's Relationship with the Family
Learning in the Home

Parent Education:
Feeding to Nourish and Love
Bathing, Dressing and Toilet Training
Health Care
Day to Day with Your Child
Imagination and the Creative Process
Parent-School Relationships

Teacher Training:
Importance of Parent Involvement
Parent-Teacher Communication
Understanding the Responsibility of Child Care
Cooperation Among Family, Staff, and Community

Title: PARENTING SKILLS (Series) Topic: Child Development

By: Guidance Associates Format: Filmstrips

Order: Guidance Associates
Communication Park
Box 3000
Mount Kisco, New York 10549

Series of filmstrips/cassettes on various topics. Write for catalog and look at sections on Family Life and Psychology and Human Behavior.

Title: SARA HAS DOWN'S SYNDROME Topic: Handicaps

By: Educational Development Center Format: Film

Order: Educational Development Center
39 Chapel Street
Newton, Massachusetts 02160

Observations of six year old with Down's Syndrome in home and school activities.

Title: TESTING HEARING IN PRESCHOOL CHILDREN Topic: Handicaps

By: HEW Audiovisual Center Format: Film

Order: National Medical Audiovisual Center
Station K
Atlanta, Georgia 30324

Illustrates simple hearing tests with infants and older preschoolers.

Title: TESTING VISION IN THE PRESCHOOL CHILD Topic: Handicaps

By: HEW Audiovisual Center Format: Film

Order: National Medical Audiovisual Center
Station K
Atlanta, Georgia 30324

Illustrates simple visual testing of young infants and young children.

Title: THE AMAZING NEWBORN

Topic: Infants

By: Ross Laboratories

Format: Film (25 minutes)

Order: Ross Laboratories
Columbus, Ohio 43216

One to seven day old infants in states of arousal; illustrates infants visual and auditory abilities.

Title: THE EARLY YEARS: CHILD DEVELOPMENT VIDEOTAPES

Topic: Child Development

BY: New York Psychiatric Institute

Format: Videotapes (30 minutes each)

Order: Harper and Row Media
2350 Virginia Avenue
Hagerston, MD 21740

Illustrates developmental stages of early childhood from birth through age six.

WORKING WITH OTHER AGENCIES AND OTHER PROFESSIONALS

All programs for young handicapped children require communication and cooperation with other agencies and other professionals. Yet, less information is available in this area than in others. However, written information and materials developed for a general audience from across the country or even the state cannot substitute for your knowledge and personal contacts with other agencies and individuals.

Of primary importance is your contact with other individuals in your local community. This information should be summarized and organized for your use in referring parents and children as needed. A referral list is described on the following pages.

Secondly, but of equal importance, is your ability to communicate with others on an individual basis or in groups. Materials described in the preceeding section on working with adults can be of help in this area.

Finally, information and ideas on working with other agencies is important. Annotated descriptions of such materials are included in this section.

IDENTIFYING OTHER SERVICES AND MAKING A REFERRAL LIST

A local listing of services and agencies concerned with young children or handicapped children may be available. Call your local public school, the Educational Service Center, Department of Public Health, and local MH/MR center to see if such a list exists. If a comprehensive list of local agencies cannot be found, you will have to make your own.

Use your telephone directory to identify other agencies. Look in the "blue pages" (section preceeding the yellow pages). This section may include headings such as Community Services, Counseling and Guidance Services, Disabled Services, Family and Child Services, and Health Services and Organizations. Look in the yellow pages under the headings of Rehabilitation Services, Speech and Hearing Therapy, Physical Therapists, Psychologists, and Schools-Handicapped Children. Telephone each place which might be concerned with young handicapped children and ask for information about services offered and types of clients served. Find out the name of the person who works with young handicapped children and their families.

Nothing substitutes for personal contact. When you locate others who are also working with the same group you serve, make a concerted effort to personally meet the person(s). Go to their office; invite the person to your office or center; or set up a time for coffee or lunch. Talk with the person, explain your program and find out how your programs can work together.

Make a written referral list. It is easy to forget names, addresses and other important information. Prepare a written list which can be used for future referrals. One convenient method is to write the name and address of each community agency or service group on a 3 by 5 inch card and arrange the cards in alphabetical order. With this method you will be able to refer quickly to the list when necessary. Or group cards by topic, with the names of places that provide counseling, agencies that help with medical bills, and so on, grouped together.

Figures 1 and 2 show two ways to list the information and some agencies and civic groups that may accept referrals. Check any regulations your center or agency has about making referrals. Also check with each agency or group on your list to be sure you have correct information. Remember to put down the address, telephone number, office hours, and any special information you may need.

Figure 1. Sample referral list card by agency.

Agency:
Doe County Child Welfare
123 Main Street
Somewhere, Texas 78190

Phone: 123-4567
Office Hours: 8-5 Monday-Friday

AFDC applications, food stamp information, child health services, etc.

Ask for Charlie

or

Figure 2. Sample referral list card by topic

HEARING TESTS

(1) Crippled Children's Center
2202 Second Street
Phone: 302-2413

(2) State University
Speech Clinic
Phone: 476-6861

(3) Parents Club
Contact: Joe Evans
Phone: 453-7081

The following are examples of agencies and organizations that might be included on a referral list. Others may be found in the yellow pages of your telephone book.

Local Agencies and Service Organizations

Chamber of Commerce
Men's Clubs (Lions, Kiwanis, Jaycees)
Women's Clubs (Business and Professional Women's, Jaycettes, etc.)
PTA
Church Groups
Salvation Army
Goodwill
YMCA/YWCA
Pediatricians
Parent Groups
Local Universities and Colleges

County Agencies

County Health Department
County Hospital
County Child Welfare
Family Service Agencies
School System Services
Child Guidance Centers
Adult Education Programs

State or National Agencies and Organizations

Associations for children with handicapping conditions, e.g., learning disabilities, mental retardation, visual impairments
Vocational Rehabilitation Agencies
Department of Education
Regional Service Centers
Mental Health, Mental Retardation Centers
Social Security Administration
Department of Public Welfare

Title: CHILDREN ON MEDICATION- A PRIMER FOR SCHOOL PERSONNEL

Topic: Handicaps-General

Audience: Professionals Technical

Author: Kenneth D. Gadow

Publisher: Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589

Date: 1980

Cost: $9.50 (1982)

Use of medication is described in relation to problems such as hyperactivity, convulsions, retardations, cerebral palsy, and psychosis.

Title: EARLY INTERVENTION AND THE INTEGRATION OF HANDICAPPED AND NON-HANDICAPPED CHILDREN

Topic: Interagency/Mainstreaming

Audience: Professionals Technical

Author: Michael Guralnick, Editor

Publisher: University Park Press
Baltimore, Maryland 21202

Date: 1978

Cost: $16.50 (1979)

This technical text contains a wealth of information on programs serving handicapped preschoolers within a regular setting. Included in the descriptions of various model programs is some information on integration services.

Title: EDUCATING HARD OF HEARING CHILDREN

Topic: Hearing Impaired/ Interagency/Professionals

Author: Mark Ross and Linda Nober, Editors.

Publisher: Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589

Date: 1982

Cost: $9.00 (1982)

Collaborative approaches by speech pathologists, audiologists, special educator, classroom teacher, and parents are described focusing on cross professional efforts for the hearing impaired. Although written in relation to school-age children, much of the information can also be applied to younger children.

Title: PLANNING AND IMPLEMENTING PARENT/ COMMUNITY INVOLVEMENT INTO THE INSTRUCTIONAL DELIVERY SYSTEM

Topic: Interagency and Parent Involvement

Audience: Professionals Technical

Publisher: Lansing/MSU Teacher Corps Project
Erickson Hall
Michigan State University
East Lansing, Michigan 48824

Date: 1978

Cost: unknown

This is a collection of presentation summaries from the Parent/Community Involvement Conference held at Michigan State University. Some of the information is applicable to working with families of handicapped children and an annotated bibliography is included.

Title: SCHOOL BASED STAFF SUPPORT TEAMS: A BLUEPRINT FOR ACTION

Topic: Interagency Professionals

Date: 1982

Author: Shari Stokes, Editor

Cost: $5.00 (1982)

Publisher: Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589

This booklet describes the composition, role, establishment and criteria for successful operation of staff support teams. Provides examples of various models. The focus is on the public school setting and the information must be adapted for applicability to non-public school settings.

Title: SPECIAL EDUCATION AND PEDIATRICS: A NEW RELATIONSHIP
(Exceptional Children Journal Issue)

Topic: Interagency Professionals

Date: Jan., 1982

Author: Exceptional Children Journal

Cost $5.00 (1982)

Publisher: Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589

This is a reprint of the January 1982 issue of the Exceptional Children Journal and is technical in nature.

The nine articles in this issue deal with the interaction between the medical and educational fields in serving exceptional children.

Title: THE INTERDISCIPLINARY TEAM

Topic: Interagency Professionals

Author: Anne K. Golin and
Alex J. Ducanis

Audience: Professionals
Technical

Publisher: Aspen Systems Corporation
1600 Research Blvd.
Rockville, Maryland 20850

Date: 1981

Cost: $14.95 (1982)

Sections of this textbook include focus on The Team and the Exceptional Child, The Child, The Professions, Organizational Setting, Teamwork, Dynamics of the Interdisciplinary Team, The Family of the Exceptional Child, and Improving Team Performance. Several sections are applicable to working with preschool handicapped children and their families.

Title: VERY SPECIAL CHILDREN SERIES:
DEVELOPING SKILLS IN SEVERELY AND
PROFOUNDLY HANDICAPPED CHILDREN

Topic: Interagency (Bus Drivers)

Audience: Teachers; bus Drivers

Author: Angele Thomas, Ed.

Publisher: Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589

Date: 1980

Cost: $5.75 (1982)

Unique in that it includes a focus on school bus behavior, this manual describes procedures and techniques for dealing with specific situations such as toileting, eating and behavior. Also includes information for working with the child in the classroom

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Title: YOUNG AND SPECIAL

Author: Crystal E. Kaiser, Ph.D.

Publisher: University Park Press
300 North Charles St.
Baltimore, Md. 21201

Topic: Inservice Training for Mainstreaming ECE-H Children

Audience: Teacher Trainers

Format: Modules with video tapes

Date: 1982

Cost: $4,200.00
Available on loan through most Education Service Centers

Purpose: These modules are designed for inservice - training to prepare early childhood teachers and aides for mainstreaming in regular preschool settings.

Description: Thirty modules are included in this series, each designed for one, two or three hour sessions. Each module has a leader's guide, a student guide and a video tape. Units provided are Feeling Better About the Idea, Preparing to Build New Skills, Special Needs in Motor Development, Special Needs in Cognition, and Language, Other special Needs.

Suggestions for Use: Inservice training for kindergartens, day care, Head Start, and Nursery Schools in the area of mainstreaming the handicapped young child.